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VOLUME

VIII



NUMBER

4

WINTER, 1958



The Quarterly Journal of the
SOUTHEASTERN LIBRARY ASSOCIATION

Approximately 700 of our 1200 members who attended the recent conference in Louisville know that a membership campaign is underway for Southeastern. Each of our members is being asked to be responsible for bringing in at least one new member for 1959 so that SELA might have a doubled membership.

A Membership Committee, working with the State Executive Board members and with Headquarters, is making plans for a drive which will begin around the first of the year. In the meantime each member of SELA is being asked to do his part.

Renewal notices will go out in the mail soon. Enclosed will be a special invitation to be given to a friend so that he will know about our regional organization. Will you tell a friend about SELA? Will you do your part in doubling the membership?

MRS. WILLIAM A. BUGG
Executive Secretary

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"The objectives of the Southeastern Library Association shall be: to promote library interests and services; to cooperate with regional and national agencies with related interests; and to stimulate research in library and relation problems in the region."—*Constitution*.

The annual membership fee in The Southeastern Library Association is \$2 for individuals who are members of a state library association or of the American Library Association, \$3 for individuals who are not members of either a state or the national association; sustaining members, \$10; contributing members, \$25 or more; and institutional members, \$2-\$7, depending on library income. The fiscal year of the Association is the calendar year. All dues include \$1 for a subscription to the *Southeastern Librarian*.

Editorial correspondence should be addressed to the Editor, W. Porter Kellam, University of Georgia Libraries, correspondence concerning advertisements to I. T. Littleton, University of North Carolina Library, Chapel Hill, and other correspondence, including that concerning subscriptions, to Mrs. William A. Bugg, Georgia Institute of Technology Library.

The Southeastern Librarian, official journal of the Southeastern Library Association, Inc., is published and printed quarterly in Athens, Georgia, by the McGregor Company.

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The Southeastern Librarian

Volume VIII

Winter, 1958

Number 4

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The Southeastern Librarian is the official quarterly journal of the Southeastern Library Association, Inc., Executive Office, Georgia Institute of Technology Library, Atlanta; Editorial Office, Athens, Georgia. Material herein is not copyrighted.

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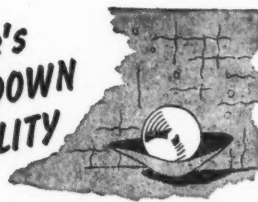
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Introducing Lucile Nix, SELA's New President

By MRS. WILLIAM A. BUGG

Some of you met her for the first time at the 18th Biennial Conference in Louisville. Many of you have known her or heard of her for years. A few of you are yet to have the pleasure of meeting Lucile Nix, SELA's new president, who will guide the Association for the next two years.

She has an enthusiasm about library affairs that is quite contagious, and those of us who work with her, or who know her, find ourselves swept along on the crest of this enthusiasm. Under her capable and dynamic guidance, the Association will make rapid strides.

Miss Nix's library career has been varied. She has served, in turn, as librarian of the R. J. Reynolds High School and Supervisor of School Libraries in Winston-Salem; Supervisor of School Libraries in Knoxville; Assistant Reference Librarian, Emory University Library; and Head of Circulation and Adult Education, Lawson McGhee Library. She was regional librarian in East Tennessee, working under contract with the Lawson McGhee Library, TVA, and the Tennessee State Department of Education. She has taught library science courses in summer sessions at Florida State College for Women, Tallahassee, and at the University of North Carolina. Since 1945, Miss Nix has been connected with the State Department of Education in Atlanta, serving as Chief Library Consultant for Public Libraries.

Her professional offices and re-

sponsibilities have been on every level—local, state, regional, and national. She has served as chairman of the County and Regional Section, SELA; and has just completed a two-year term as vice-president of the Association. She is a former president of the Tennessee Library Association, and former president of the Atlanta Library Club. Miss Nix has been a member of the Executive Committee of the Southeastern Adult Education Association, chairman of the Georgia Adult Educational Council, and a member of the Board of Managers of the Tennessee Congress of Parents and Teachers.

She has served as president of the Library Extension Division, ALA; member of ALA Council representing the Georgia Library Association; member of the ALA Coordinating Committee of the Public Library Division which wrote *Public Library Service; a Guide to Evaluation, with Minimum Standards*. The result of over two years work, this book was published in 1956.

Miss Nix is currently a member of the ALA Committee to Cooperate with the National Junior Chamber of Commerce on 'Operation Library'; chairman of Special Projects Committee of Adult Services Division of ALA; chairman, In-Service Education Committee, Library Education Section, GLA; secretary, Georgia Gerontology Society; and chairman, Membership Committee of the Georgia Family Life Conference.

(Continued on page 146)

Southern Regionalism: Now and in the Future

By FITZGERALD BEMISS*

When my friend, Randolph Church, invited me to address this most distinguished assemblage, I can honestly say that I had never received a greater compliment. I shall not declare to you at this point in my address my disqualifications for the privilege of standing before you, the true custodians of freedom—you ladies and gentlemen who gather, protect, and make available the accumulated wisdom of antiquity—you who are the basic purveyors of the education which is the special mark of free men.

I have reflected upon what George Bernard Shaw said in the prologue to *Saint Joan*—that Joan was burnt essentially for what we call insufferable presumption. If this be accurate reason for the fate of the saintly maid, I could imagine the fate that I—not even a saintly maid—might incur in approaching the librarians of the Southeast, which on my part is at least as presumptuous as approaching the English Army at Orleans was on the part of Joan.

But Mr. Church suggested a subject so important that mere personal harrassments like burning at the stake seemed inconsequential. He stated that librarians, while they tended to be a bit more liberal (I take this in the ancient sense of the word to mean a bit more free) than the average citizen, were no less concerned with the regionalism of the South. In other words, though your love for books is the best and most

obvious reason for assembling together and needs no examination, the reason for the librarians of the nine particular states of your association assembling is less obvious and could bear some examination. What has the librarian of Kentucky in common with his colleague in the Carolinas, in Georgia, or in Virginia that he does not have with his colleague from Idaho or Vermont or Arizona? If the answer I have in mind for this question is correct, then this particular group is truly a band of brothers and your Saint Crispin's day is not far off.

* * *

For our purpose of developing this answer an academic re-examination of the mind and body of the South is plainly, and happily, not necessary. No sooner do I try to replot these fields than I turn up a bugle or a cannon ball, and like any other Southerner am forthwith and finally distracted. Besides, it does seem terribly pressing that we advance to the realities of the present opportunity which confronts the South as a distinctive region and the South as a highly responsible and senior partner in the United States.

Events of such moment as those which have affrighted us of late leave us gasping for adjectives. But it would certainly be safe to observe that in the context of our subject this much was interesting—the fairly simultaneous occurrence of the May 1954 Supreme Court Decision with the realization of the disappearance of America's nuclear margin. There may be those who would scoff at the

*Mr. Bemiss, Chairman, Public Library Board, Richmond, Virginia, gave this paper at the Fourth General Session, SELA Convention, 1958.

relating of a matter of local distaste to a matter of world survival. I see the point but would observe that it is going to take the same sort of grass-roots sanity to cope with one as it is the other. Unless we can be realistic about the capacities of human nature at home we can hardly be realistic about them abroad. At any event, it is true that the simultaneous occurrences of an event which would coagulate the South with an event which would dissolve it is unique. Heretofore the processes have sort of taken turns, and the South has been able to coagulate for a while with enthusiasm and then later dissolve with equal enthusiasm. Today there is the confusing situation of the two processes going on at the same time in the same spot.

If I observe correctly, quite steadily since Reconstruction the South has been shedding its identity. Progress, often the capital P type rather than that which marks real improvement in the lives of people, was eroding the great wall which defined the old South. Twentieth Century interdependence, transportation, the age of specialization—great wars and great depressions—these were causing the South to become a far less distinctive region. Take the sad case of States Rights for instance. Here was a fundamental concept in the minds of the Virginians in the great Constitutional debates. Indeed it was a condition for unification. Plantation society would naturally protect the concept. The Civil War made it a great cause loved not less but more passionately with defeat and Reconstruction. Then the wars, the depression, the New Deal, and Progress teamed up on it and pretty well did it in. The warm quicksand of Federal cradle to grave care was just too much for the cold granite of self-

sufficiency in States no less than individuals. How true that everyone's debt is no one's debt!

The Process called Progress brought forth both good and bad fruit. The good fruit was the restoration of self-confidence and a going economy—jobs, roads, hospitals, and schools—late and sparse though they were. Ideas were beginning their certain work on complacency.

And there was the bad fruit; the worst in my opinion was that the South was overlooking the substance of its history—allowing it through disuse or misuse to decompose. To the dismay of too few the history of the South was becoming a sugary embellishment for nostalgia rather than a stern guide to sound procedure—an opiate rather than a stimulant. But Southerners seldom practical—ever easy-going—were like Esau, hungry from the fields and in a poor frame of mind for birthrights.

I do not mean to talk politics especially nor do I mean to indulge in hand wringing. I mean only to state and illustrate that the substance of the individuality of the South deteriorated during the first fifty-four years of the 20th Century. And a good deal of gaseous sentimentalism, useful to the Shinto and the speech-maker, remained.

* * *

Then came the May 1954 Decision which struck at the bedrock of Southern prejudices. And I hardly need comment that the crumbling wall has been thrown together again with some vigor and that there is probably a greater degree of conscious regionalism in the South today than at any time save immediate pre-and-post-Civil War periods. Having used the word prejudices, I should explain that I think it has been unjustly marked as a bad word exclusively.

Recall that Edmund Burke said that prejudices represent the standing wisdom of the ages.

While so much was happening to the prejudices of the South, a good deal was happening to the myths of the United States. Top generals began telling us it would take five years to catch the Russians in the production of the major weapon of the atomic age; in other words, that America could be beat and could be beat awfully. It took no top economist to tell us that we could have a recession when people became more concerned with luxuries than necessities. And when it finally dawned on the public consciousness that equality through mediocrity did not produce education there was exposed another of our myths.

As a consequence of these happenings it appears that both the South and the entire United States are in a state of unusual self-consciousness. We were having sort of a happy hour, playing with our toys or just dozing in the shadows of our ramparts. Then suddenly there were noisy shouts and we leapt up in confusion—which way to run—what to do? The demands of the situation are severe. It will do no good to fire generalities into the dark. The fighting spirit is fine and indispensable, but just as indispensable are cool heads, a sense of proportion, and reason. Someone has to take charge, close ranks, quiet fears, point out the true enemy lest we defeat ourselves in confusion. It is my opinion that if the South can transform its present self-consciousness into a worthy identity on a real historical basis, then the South has no less an opportunity than that of helping the mainstream of America to withdraw from the soggy flats onto which it has spread itself and to flow again in its proper channel.

What marks the South particularly for this formidable task is just what gives the South its real identity—its history—its larger experience with the verities of human existence. As Professor C. Vann Woodward has pointed out, the South has had certain experience with the facts of life in society which the rest of the country has not had. The great American trilogy is composed of three myths (and knowing what myths are, I by no means make light of them) one of invincibility, one of prosperity, and one of equality. The South has been plainly and painfully excepted in that it has had to live with the opposite—the actual experiences of defeat, poverty, and inequality.

These were hard come by but, of course, trial, toil, and pain do not assure omniscience—they can twist as well as temper. They do, however, prevent one from concluding that life is just a bowl of cherries, and they force upon one a sense of proportion, a regard for continuity, and a more personal attitude toward humanity. In short, the absence of tangibles made the South aware of intangibles. All this has had no small part in forming the Southerner's distrust for notions of the perfectibility of human nature through legislative decree. The Southerner, after all, might well remind his compatriots that the English tradition of revolution argues that to be a successful revolutionary one must begin by being a real conservative. Liberty, equality, and fraternity were not established by the brain of Rousseau or the blow of the guillotine. Across the channel a hundred years before government had confined itself to protecting the opportunity for liberty, equality, and fraternity and thereby served them better.

If we agree that experience equips the South with special capacities, we must look for the key to their practical and immediate use. In my opinion, experience itself clearly specifies the key. The key is a new frontier. This time a frontier of the mind and spirit. It is this frontier which can lead us to the conquest of what the very bright creator of Pogo calls "inner space." I dare say it is this which we must attack first if we are seriously concerned with survival with honor and contentment. Perhaps the frontier theory of Mr. Fredrick Jackson Turner does not have the same significance in the minds of historians today as it did half a century ago. But it is difficult for me to see how our democratic myths, that is to say democracy as we know it, could have developed without the physical space of the undeveloped West. Though the South, due principally to agrarian and ethnic circumstances, has lived on a relatively static frontier, the United States has known only a highly dynamic frontier. These vast proving grounds seemed so necessary for letting men with new and different hopes and fears get out of what would be unbearable contact with men of old and settled hopes and fears.

In the continental United States this frontier is now largely consumed and we are in the process of filling in behind. As our national politics indicate, we are beginning to react under the pressure of propinquity just as other presently unhappy nations have reacted under the same pressure. The greater one's dependence on others, the less his self-sufficiency. The less his self-sufficiency, the weaker his grip on the blessings of liberty. The social contract collapses when its parties demand both absolute dependence and absolute in-

dependence. It is bound to collapse when confined within materialistic or geographic limits; but when a new dimension is introduced, it has the opportunity to endure. Then the demand for independence leaps ahead, and the day is saved. The demand for dependence will follow, for the challenge must continue. But its chase will be difficult in the limitless fields of mind and spirit.

Just as Mr. Turner argued that it was on the western frontier that the Irishman, the Estonian, and the Italian were transmuted to American, I argue that it is on the frontier of the mind and spirit that the American can continue American. Men of energy, hope and imagination, demand, and indeed frequently create, new frontiers for their development. Here is where new history is made and mythology is enlarged.

* * *

You are face to face with the new frontier. The pass through the mountains is experience. The pressure is that of survival. The vehicle is knowledge.

I am no more anxious to tangle with Mr. Mencken dead than Mr. Mencken alive, but I see no Sahara—true, no vineyard either—rather a fertile but untilled prairie. It is infinite and nearly untouched—broader and larger than the West of the 90's—more available than Mars or even Alaska. You librarians know as well as anyone of its nearly virgin state. Not just by looking at statistics on who does not read books nor by bemoaning the best seller list do you know it. You must have reflected on the futility of our situation if a TV, a new car, and a 35 horsepower outboard represent the absolute. You know that in the absence of a func-

tioning mind and spirit there is only animal aimlessness, and a dismal down-grading of taste leading to the doom of distorted values. When the mind and the spirit are not in charge, no one is in charge, and men are led by blocks of their faceless selves.

There simply has to be something else—and, of course, there is. There is the new civilization which will be—which must be—built on the untilled prairies of inner space. I call it a new civilization realizing full well that 2500 years ago the Greeks achieved it, because as Edith Hamilton says, her great men let all their acts turn on the immortality of the soul. Other ages had this spirit too. Think of Sir Walter Raleigh in the tower of London, ordering books for Bodleian Library while awaiting execution. But it will be new for this age when men live as if they would die tomorrow and think as if they would live forever.

The deerslayer led us in the attack on our primitive frontier. The physical scientist led us into another one, far more sophisticated. The deerslayer, in dust, watches; the scientist, lest he become dust, waits. Now it is the turn of an equally uncommon man—the intellectual dealing in human experience.

You ladies and gentlemen I regard as intellectuals dealing in human experience. It is you who can give leadership and form to the attack on the new frontier. The Southerner, if he will use his intellect as vigorously as his passions, has no business on

the defensive—driven to choice between agrarianism and industrialism, identity and amalgamation, secession and union. He needs your wares and your wisdom to help him put the values involved in proper relation. Then he can be positive in their assertion.

Southerners, Americans, humanists—the identity of the South, of America, and of humanity is in the balance. You are the keepers of the arsenal of the new frontier.

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Cooperation and Communication in Cataloging and Classification

By EDITH SCOTT*

Among all the areas into which librarianship is traditionally divided, there is none with a longer record of cooperation and communication than cataloging. Which books, or materials, are acquired is determined by local, or individual, interests; the clientele and the service to be offered it are dictated by the legal framework of the library. To catalogers a book is a book and they have described it in varying styles, of course, but always with the purpose of identifying it.

A union catalog, the *Registrum Librorum Angliae*, was compiled between 1250 and 1296. Internal evidence, including discrepancies and certain kinds of errors, indicates that it was a cooperative undertaking.¹ Today we are not satisfied with the publication of *The National Union Catalog: A Cumulative Author List* which includes entries since 1956 from more than 500 cooperating libraries in addition to the cards printed by the Library of Congress.² Now there are plans for the publication of the 1952-55 section of the National Union Catalog and a subject index with the broader coverage to replace the present printed *L. C.*

*Catalog—Books: Subjects.*³ Publication of the entire National Union Catalog is still not beyond feasibility although consideration of it has been postponed temporarily.⁴

Union lists of periodicals are among our oldest forms of cooperation. Numerous lists have been compiled for local and regional areas. The final volume of the *British Union-Catalogue of Periodicals*⁵ reached us this year. A third edition of our own *Union List of Serials* is separated from us only by approximately two and a half million dollars,⁶ and some cooperative work.

The earlier codes of rules for the compilation of catalogs were compiled by individuals to meet the needs of individual libraries.⁷ The turn of the century brought cooperation in the form of committees which compiled and revised the catalog codes. At this point, the principle of compromise which is inherent in cooperation became stronger and stronger and probably is the cause of the inconsistencies and exceptions—sometimes exceptions to exceptions—which have produced such confusion in our catalog entries. In the current attempt at a new code, Mr.

*Miss Scott, Chairman, Council of Regional Groups, presented this paper to the South-eastern Regional Group of Cataloguers, SELA Convention, 1958.

1. Dorothy M. Norris. *A History of Cataloging and Cataloguing Methods*. London, Grafton, 1939, pp. 30-33.

2. American Library Association, Resources and Technical Services Division, Committee on Resources of American Libraries, *Report of Meeting at San Francisco*, July 18, 1958. (Mimeographed.)

3. Committee on Resources of American Libraries and Sub-committee on the National Union Catalog. *Report of Joint Meeting*. Chicago, January 28, 1958. (Mimeographed.)

4. *Ibid.*, p. 2.

5. *British Union-Catalogue of Periodicals*.

4 Volumes. New York, Academic Press, 1955-58.

6. Joint Committee on the Union List of Serials. *A Permanent Program for the Union List of Serials*. Washington, D. C., 1957, p. 19.

7. Ruth French Strout, "The Development of the Catalog and Cataloging Codes." In *Toward a Better Cataloguing Code*, Chicago, The University of Chicago, Graduate Library School, 1957, p. 23.

Lubetzky, of the staff of the Library of Congress, is preparing a code for a committee.⁸ The draft discussed at the Stanford Institute bears some earmarks of such compromises to group pressures. Certainly we need a code which will be accepted by the profession if our cooperative efforts in cataloging and the sharing of library resources are not to collapse, but it may be that a code designed to please everybody will be as unwieldy in application as our present code, thereby defeating its purpose.

The centralized cataloging services offered by the Library of Congress, supplemented by its expanded cooperative cataloging program, need no description here. Centralized processing, or cataloging, for regional, state and school library systems, has become increasingly important in the last ten or fifteen years. The Summer, 1958, issue of *Library Resources and Technical Services* gives an excellent picture of this movement in which many of you in the Southeast were pioneers.

Unfortunately, the benefits derived thus far from cooperative and centralized cataloging have been severely limited by the degree to which we in local situations have accepted the product. There is evidence that proposed cooperation often founders on petty differences.

Cooperative efforts in classification have been even less productive of benefits. Although the Library of Congress class numbers appear on L C cards for all titles held by the Library of Congress with few exceptions; and Dewey Decimal Classification numbers are printed on L C cards for "publications of general interest," and also are given in

the *ALA Booklist* and the *Standard Catalog* series, few libraries use all the numbers so assigned. In Mr. Dawson's study of cataloging in nine large university libraries, 15.55 per cent of the classifications on 1,177 titles classified by L C were changed; of the 1,353 titles classified by the Dewey system, 35.03 per cent were changed.⁹ Rejection of suggested classification numbers has been a real difficulty in the regional processing centers.

The difficulty is attributable only in a small part to differences of opinion. It is primarily due to the fact that the various revisions of the two major classification systems have not been accepted wholly or applied consistently. I doubt if there is any library that does not have at least one local modification or adaptation to which it is so committed that a change would necessitate a major recataloging project. Cooperative or centralized classification is therefore in a "take it or leave it," or modify it, stage.

What would be the millennium in cooperative cataloging? Verner Clapp has pointed out that the capacity of our methods has controlled our objectives.¹⁰ Our continuing problems must be attacked by basic research which would probably discard all our assumptions derived from present library organization. A survey and list of these problems, "Targets for Research in Library Work," is being subsidized by the Council.¹¹ We are, of course, awaiting the results of this preliminary project of the Council with great interest.

In the meantime, we continue to

8. The Catalog Code Revision Committee of the Cataloging and Classification Section, Resources and Technical Services Division, American Library Association.

9. John M. Dawson, "The Acquisitions and Cataloging of Research Libraries: A Study of the Possibilities for Centralized Processing," *Library Quarterly* 27:12, January, 1957.

10. Council on Library Resources, Inc., *1st Annual Report*, Washington, D. C., 1957, p. 24.

11. *Ibid.*, pp. 18-19.

look at our immediate problems, those for which answers may possibly be found within the framework of our present methods. They, too, require research, and as Berelson has said, "Research takes people, brains, energy, time [and] money—and it takes a lot of them."¹²

Each of the sections of the Resources and Technical Services Division of the ALA has a Policy and Research Committee. At the annual meeting of the Council of Regional Groups in San Francisco, the various research projects now under way were described and we as Regional Groups were asked for active participation.

The Acquisitions Section needs information on cooperative book distribution agencies. Such information should be sent to the Chairman, Gordon R. Williams, University of California at Los Angeles.

Coordinated programs for the collection and presentation of local materials is a regional problem. Those Groups which include Acquisitions could assume the responsibility of surveying and making the appropriate recommendations for the solution of this problem.

Another area in which we need valid data is costs. In evaluating the machines now being used for copying library materials, the Copying Methods Section found practically no libraries which could supply sound cost figures.

The Cataloging Policy and Research Committee, having completed its part in the *Catalog Use Study*, with the aid of a grant from the Norman Bassett Foundation, called our attention to the fact that the

Study has raised many more questions on which further research is needed.

For example, the *Study* revealed that there is a direct relationship between the size of the catalog and the incidence of failure in its use. Therefore, the director and editor recommend a thorough investigation of the potential advantages of divided catalogs and of divisional or departmental catalogs.

The *Study* did not elicit data as to the relative merits of particular filing codes. Users were puzzled by see and see also references, compound words, words with a prefix, and subject cards for a specific author and title. The need for a more closely controlled study is indicated.

The users interviewed apparently used joint author entries only in rare instances. Certain types of secondary entries, when identified by subsequent studies, might be eliminated from the catalog. (This particular finding is contrary to my experience, and I hope the study can be made soon.)

A finding with important implications is that not all staff members were more skilled than the patrons at using the catalog.

Other projects recommended for further research are given on pages 42-43 of the published *Study*.

The Cataloging Policy and Research Committee is at present sponsoring a study of book catalogs as substitute for card catalogs. Its work on cataloging-in-source, now backed by a grant from the Council on Library Resources, is in the pilot study stage at the Library of Congress. The first cataloging-in-source card that appeared several weeks ago in our department was in the first volume of the 1953-57 cumulation of the *National Union Catalog*. Esther Piercy has been appointed director of the

12. Bernard R. Berelson, "Advanced Study and Research in Librarianship." In *Education for Librarianship*, Chicago, American Library Association, 1949, p. 223.

consumer reaction survey phase of the project. The effects are to be investigated "in terms of the purchase of catalog cards, the cost of cataloging, the speed with which publications are processed for use, and the methods used to transfer catalog entries from books to card catalogs."¹³ Now that we have on our desks the 16th edition of the Dewey Decimal Classification, the Editor, Mr. Custer, really wants to know the problems we encounter in its use.

The latest draft of the revised *Code of Cataloging Rules* is available in a limited edition as are the working papers given at the Stanford Institute. The Groups are urged to study this draft and to send comments and suggestions to Mr. Wyllis Wright, Chairman of the Catalog Code Revision Committee (Williams College Library, Williamstown, Massachusetts).

Of special interest to those of you who work with serials is the rule for the entry of serials whose title has changed as proposed in the revised cataloging code. It reads in the latest draft, "A serial whose title has changed is entered under its successive titles as issued, excepting changes in the subtitle and changes of short duration." Bernice Field, who prepared the paper on this rule for the Stanford Institute, questioned forty-four libraries on their present practice. Six large public and four large special libraries already use the successive-entry system but none of the fifteen university libraries nor the seven college libraries answering her questionnaire has adopted it.¹⁴ In her paper, she analyzed two titles¹⁵

(that is, two serial titles as defined by our present ALA rule) and more such analyses are needed. Libraries using the successive-entry system are asked to report whether they apply it literally or with modification and to evaluate objectively its merits and defects.

The teaching of the technical processes, more precisely cataloging, in the library schools has been discussed with library school faculty members in some of the Groups. This is a subject of vital importance to us and the interchange of ideas should be mutually beneficial. We as individuals can recruit on the personal level, and we can assist new graduates in their in-service professional growth. The Regional Groups, because of their size and structure, have a real opportunity for service in fulfilling this responsibility.

These are just some of the problems which have been identified. All of us have even more immediate ones facing us in our libraries. Bearing in mind that this is a meeting of catalogers, the elements in research cited by Mr. Berelson are equally valid for the solution of cataloging problems. We are the people and we assume that we have the brains, at least a modicum. Where does our time go? How is our energy spent? Has any one of you ever been granted any money from the library budget for an experiment unless you are guaranteed successful results in advance of the experiment?

With ever increasing work loads and increasing shortages in trained catalogers, we tend to consider time not spent in tangible production as wasted. We must disabuse ourselves of this idea and take the time—time to observe, objectively not defensively, time to analyze and to think, and time to communicate the results.

13. U. S. Library of Congress, *Information Bulletin* 17:551, September 29, 1958.

14. F. Bernice Field, "Serial Entry." In *Working Papers*, Institute on Cataloging Code Revision, Stanford University, July 9-12, 1958. III. Mimeographed.

15. *Ibid.*, III, 6-9, 22-23.

We do not suffer from a lack of communication outlets. I have not, of course, counted the pages devoted to cataloging and classification in all the library journals published in the last seventy-five years, but I would be willing to wager that we have had more than a fair share. At times I think there is actually a plethora of print on cataloging and classification. I think the statement can be supported that there is no dearth of communication outlets but that there is a dearth of well-written manuscripts. The theoretical articles, as a whole, tend to be rather well written. Too frequently, however, they are not based on sound research and are rejected by the practicing catalogers who say they want the practical, down-to-earth details. This is an extreme position; we do not want *all* of the details. There is no deadlier reading than that X University began to streamline its cataloging on Wednesday morning because the Thanksgiving holiday began at noon on Wednesday. Then the card by card account of the process follows and it not only exhausts the reader but leads him to the conclusion that catalogers never lift their eyes from the card at their noses' ends. If we have successfully solved a problem in our library, could we not put *all* the details in the department manual and share with our colleagues the essential elements, those with possible applications outside one particular library? If our attempted solution were unsuccessful, could we not analyze the failure and share it too in order that others may beware of the same

pitfall? If the result is too short to be a full-length article, it can be shared with others in the Shop Symposium, planned as a regular feature in *Library Resources and Technical Services* by Paul Dunkin. Its first and last appearance was in the January, 1957 issue. I strongly suspect that its demise is due to a lack of contributions.

Less formal communication is found in our group meetings, either a Regional Group or a section of a state or regional library association. Here, I think is our best opportunity both for communication and cooperation.

We can, by employing the simplest of group procedures, provide opportunities not only for the least experienced to speak out his needs but also for problem-solving projects beyond the capacity of one library.

There is one real problem in the informal group structure and that is to keep one person from monopolizing the time available. Now that I am becoming conscious of it this afternoon, I shall conclude by reminding you of the truism that communication is a two-way process. If there is no participation on the part of one, he is not in communication with the other. Verner Clapp has stated it somewhat differently: "If [new] methods are to be useful for joint efforts, they [themselves] must be . . . developed by joint effort."¹⁶ It may well be that this principle is the crux in the future of cooperation in cataloging.

¹⁶ Council on Library Resources, Inc., *op. cit.*, p. 26.

Librarians For Colleges and Universities

By E. J. HUMESTON, JR.*

What is being done or planned in the way of library education, particularly as related to training persons to work professionally in the college and university library is the subject of this paper. In answer to the contention on the part of some that librarians in general believe a change is being made in course content and the methods of instruction, it seeks to provide specific information on what the library schools are doing, on what problems exist, and on the plans which the schools have for the next three or four years.

In November of 1957, before the annual conference of Eastern College Librarians, Wayne Yenawine, director of the School of Library Science at Syracuse, discussed certain aspects of this topic. Based on data collected by questionnaire from a representative sample of academic librarians and from most of the library school directors, his remarks were concerned principally with recruitment, with the shortage of graduates, and with the evaluation by academic librarians of the products of library schools. Mention here of some of the important findings of the Yenawine study—not available in print—is perhaps fitting as background for the present paper. In part paraphrased, these are:

- 1) A shortage of college teachers could throw most of the burden of instruction on librarians.
- 2) Enlarged student bodies and

faculties will increase the demand for materials and professional library service.

- 3) Academic libraries will need to expand their staffs, which are already operating 10% below budgeted staff.
- 4) In the last ten years college library staffs have increased about 50% and we may in the next decade expect an increase of another 25 to 50%.
- 5) Academic library administrators today obtain more replacements from among unsolicited applicants than from among candidates recommended by library schools.
- 6) They generally require the M.S. in L.S. as the minimum qualification for professional appointment.
- 7) They are "reasonably well satisfied with the graduates of the fifth year master's program of professional education," although library schools are not without critics among academic librarians, who think variously that:
 - a) Graduates are not adequately trained to take supervisory positions.
 - b) The schools train "too many chiefs and not enough Indians."
 - c) Graduates have "insufficient knowledge of the theory and philosophies be-

*Dr. Humeston, University of Kentucky Library School, presented this paper at the meeting of the College and University Libraries Section, SELA Conference, Louisville, October 25, 1958.

1. Dr. Yenawine's article has been published in *College and Research Libraries* since Dr. Humeston presented this paper at Southeastern Editor.

hind library techniques," or show the lack of drill in fundamentals, and that

- d) "Too many library school graduates are lacking in imagination, initiative, maturity, and a sense of professional ethics."
- 8) Library schools are eager to attract students with pre-professional concentration in a subject field, but from their point of view.
- 9) There is no significant difference between the pre-professional education required for academic librarianship and that required for any other type of librarianship.
- 10) The present fifth year master's program is a principal source of academic librarians.
- 11) Library schools in general are hard at work on recruiting programs and must be so along with academic library administrators.
- 12) "Neither the academic library administrator nor the library school director is sufficiently pleased with the graduates to be confident about admission policies or the curriculum. . . . They are not agreed on the qualifications of recruits for professional training or on the nature and content of the curriculum."
- 13) "Opportunities exist within professional organizations for a closer contact of librarians and professional library educators. Both groups need to combine and correlate their experience, judgments and ideas on recruitment, curriculum, placement and planning. Cooperatively it would be possible to develop a more effective recruiting pro-

gram and a superior educational program. Cooperatively it would be possible to develop procedures for evaluating the performance of graduates on the job and using the resulting data in more intelligent planning for the education of academic librarians."

Here, obviously, are some of the answers to questions bearing on the subject under discussion. A second and more recent evaluation of the education, in part at least, of academic librarians appears in Paul Wasserman's study of the development of administration in library service in the July, 1958 issue of *College and Research Libraries*. In a paragraph (pp. 287-8) of general judgment about the caliber, extent, and effectiveness of education for librarianship in the area of administration, Wasserman writes:

Library administration, as it is practiced, and even more particularly, as it is taught, is not a model of intellectual refinement. It does not have a clearly defined, well-organized body of subject knowledge. Its subject knowledge has no simple, or even complex, theoretical basis or structure. Its literature is a motley of descriptive treatment of operating methods used in individual, varied settings. The content of most of the courses appears to describe practices and to make general recommendations for what are presumed to be successful techniques. Where it might, and perhaps should, improve itself by borrowing heavily from many diverse disciplines such as business, law, economics, political science, and education, it does not, or does not very often.

Citing the three levels of administration courses delineated in Lowell Martin's 1945 article "Shall Library Schools Teach Administration?" Wasserman finds that only three of the eighteen schools reporting to him suggest "major modifications in the content of the formal

courses in administration toward an administrative process orientation"; that is, the third level noted by Martin, which centers around "the administrative process," is theoretical and applied, and concerned with the functions of the executive in management, not the functions of library operations.

The efforts to carry out the present assignment, which seeks to examine certain phases of education for academic librarianship, were focused on such information as could be acquired from the instructors of the courses in college and university library administration. For most students preparing for academic librarianships there are one or more courses in this area commonly found in almost all of the library schools. Patiently, the student can and does take advanced reference courses, advanced book selection courses, cataloging and classification, or instruction in documents and non-book materials, or the history of the book, all as preparation for any of several types of librarianship. But if one is first a librarian and second a college or special or public or school librarian, that which more than all else prepares the student for academic librarianship is the instruction he is offered peculiar to that area. It thus seemed worthwhile to approach the instructors in this field to learn what variations might be present and what changes might be contemplated in the aims, methodology, and content of the college and university library administration courses offered in the accredited schools. The results of a questionnaire sent to these instructors and of the examination of course descriptions in the current catalogs of the schools of the AALS form the substance of what follows. The extent to which these courses deal pri-

marily with "that group of executive functions commonly associated with the management or administration of any organizational enterprise" (Wasserman) is in a large sense incidental. Put differently, it is not intended to criticize what the schools label as administration but rather to determine what is taught particularly with respect to the function and operations of college and university libraries as apart from the operations and functions of other types.

Of the thirty-two questionnaires sent out to instructors in accredited library schools, twenty eight were returned. Twenty-three of these had been filled in completely; five were returned unanswered for reasons such as "Don't feel qualified to reply," or "No course by this title." The figures which follow, then, are those reported by twenty-three instructors.

The instructors in question have taught the course in college and university library administration an average of seven times each, with a mode of three times each, but twelve of them or over half have taught the course less than five times. The same instructors have taught the course on an average over a six-year period, again with a mode of three years, and with eleven or just under half of them having taught the course fewer than five years.

Classroom methods employed are seen to be in the following, on the not-too-satisfactory but perhaps acceptable basis of Many, Few, or None.

	<i>Many</i>	<i>Few</i>	<i>None</i>
Lectures	14	7	—
Panel Discussions	2	10	11
(1 in planning)			
Problems	10	11	1
Class Reports	8	13	1
Term Papers	5	11	4
(1 in 5 cases)			
Visits	2	13	3
A-V Presentations	0	12	10

A study was made of course descriptions. While time does not permit listing the more than twenty-five or thirty aspects enumerated in them, something of the variety included will be seen in the next part of this discussion.

In reply to an open end question as to the most difficult aspect of college and university library administration to teach, nine instructors voted for finance and budget, three for the place of the library in and the backgrounds of higher education, with each of the following receiving one vote: evaluation, book selection, legal aspects, buildings, government, acquisitions, personnel, technical services and administrative organization, and "getting started in libraries in general." One instructor finds the course as a whole the easiest he has to teach and believes that the students too find it easy, since as students they have already seen the library from the patron's viewpoint.

A broader spread was noticed in replies concerning the phases requiring most time: four instructors named organizational types; three in each case found personnel, finances, acquisition, and buildings required the longest periods of attention; and one each voted for: building collection, reader services, materials collections, book selection, staff manuals, and problems related to sources required to support research.

Where their individual preferences were concerned, seven instructors reported taking the most pleasure in teaching personnel, another four acquisitions, and three buildings. Also mentioned (one each) were: public services, materials collections, place in higher education, book selection, administrative organization, management, evaluation, budgeting, cooperation (inter-library loan), and

resources required to support research.

Roughly the same measure of agreement was seen with respect to the phase believed by the instructors to be most stimulating to students. Seven listed personnel as taking the palm on this score, four named buildings, and two singled out resources. The following received one vote each: university library development, instruction in the use of the library, handbooks, cooperation efforts, evaluation of the book collection, encouraging the use of the library, rare books, A-V materials, acquisitions, reader services, programming, management, and yes, even budgeting and finance.

Not many instructors feel that they have hit upon unusually effective or startlingly different approaches in their teaching of the course. One now uses a series of written problem assignments, shorter than the former term paper. Two rely on "case studies" with actual situations in given libraries. Another puts major stress on annual reports, giving the class as a whole long run reports on one library and each member another series of reports on a library of his choice. The seminar method (defined by the respondent as "sitting around a table") was cited once, as was the blackboard presentation of different types of libraries. Where reports are widely used by one instructor, as noted above, library surveys are analyzed by another. In two instances instructors mentioned career studies of academic library administrators. Role playing was noted by another, and still another wrote of cooperation and coordination with faculty of courses in organization and administration of higher education (exchanging lecturers with personnel in the Education Department).

Statements regarding problems faced in connection with the teaching of college and university library administration may be grouped as they relate to the students, the subject material, and materials needed. Instructors find that students have little understanding of the broad concepts of government and administration and not enough interest in the library's place in the parent institution. Having in general a limited knowledge of colleges and their libraries, students tend to think in terms of their *alma mater* and the library school they are attending. They lack background for legal and financial aspects of the course, are generally inexperienced (which limits the value of class discussion), and are only with difficulty motivated to read beyond the text on problems about which they know least.

Several difficulties were noted as arising from the nature of the course itself—those, for example, of: avoiding aspects covered in other courses but still being certain all are treated properly; relating the quality of service to the quantity of funds; putting into one course material which properly requires two courses for adequate treatment (college and university problems not being the same); avoiding vagueness and nebulosity in the application of general principles of book selection; arriving at a successful formula for the allotment of funds to departments; avoiding duplication in reading assignments but still covering all desirable topics; teaching principles (in acquisition) which cover all types of colleges and universities; finding time to cover so much material without being superficial; and making cut and dried aspects such as finance interesting to students. Under materials needed instructors cited: more recent stan-

dards or criteria for evaluation, statistical data on expenditures on the whole and for various items in the college library budget, more college and university library manuals, sample budgets, statements of financial policies, library reports and charts, and "a single adequate textbook."

On the invitation to suggest important changes recently made in the course or contemplated for its near future, two instructors noted that they change its composition almost continuously, with shifting emphases to orient students as soon as possible to problems of current importance. Other instructors wrote of changes already effected. One, for example, noted an effort to emphasize more and more the theory of administration rather than "how-to-do-it" administration; another reported dropping most class reports (student) as being too dull and presenting instead problems of his own or other libraries. Still another tries to stress the sociological aspects of administration and is feeding into the course as much material from outside librarianship as possible. A fifth instructor is building a collection of cases or problems for study and discussion, and a sixth has added standards of accreditation and their analysis to the course. Already known is the sponsorship of one school (Florida State University) of the Southern College and Research Library Workshop, which affords its students opportunities to meet the librarians whose ideas they have been considering.

Forthcoming or seriously considered changes include the expansion of college library service to college and university library service and the use of practicing college librarians as lecturers on various phases;

and the replacement of a term paper on a given library by a paper on a particular topic, since the reports available for the former term papers do not provide sufficient basis for satisfactory critical studies. One instructor will urge students to take a course in higher education, while another is considering a cooperative venture which will have an administrative course taught in a school of industrial administration, to test the concept of the universality of administration and of the administrative process. The plans of one school for a doctoral program will of course affect education for academic librarianship in that school. Finally, one instructor advocates a course on how to be an assistant in a college, university, or public library.

The second item of the questionnaire asked the instructors to list (regardless of the catalog descriptions of the course) in descending order of importance the major purposes, objectives, or aims of the course. Replies to this provide the widest range of variation. The following objectives, for example, were all given first place by one or more of the instructors reporting:

- 1) To show the development of academic libraries in American education.
- 2) To survey the general status, structure, function, development, and critical problems of the academic library.
- 3) To present facts, principles, proposals, operations, opportunities, obligations, and confinements pertinent to the present operation and administration of college and university libraries.
- 4) To develop judgment in dealing with administrative problems.

- 5) To reveal (through lectures and literature of the field) existing problems and what is being done to solve them.
- 6) To provide a comprehensive picture of the field and prepare students for college and university library work.
- 7) To convey the theory and general principles of administration.

Listed by instructors as second in importance were all of those just cited, plus three others:

- 1) To inspire students with the idealism of college work.
- 2) To inculcate the habit of using periodical literature as a background for this course and library work.
- 3) To stress the human relations aspect of administration.

Holding third level rank in the opinions of still other instructors were most of the aims already noted and the following:

- 1) To provide information on leading academic librarians.
- 2) To persuade students to enter the college field.

The fourth level likewise contained more than a few objectives placed higher by some instructors and several not previously noted. These were:

- 1) To convey a spirit of professional ethics.
- 2) To increase student ability to analyze problems and think critically.
- 3) To indicate areas requiring further research.
- 4) To stress personal responsibility for continued growth in knowledge of administration and librarianship.
- 5) To provide instruction on staffing, budgeting, reporting, and similar functional details.

One instructor listed five objectives, the last of which was to prepare students to evaluate the literature of academic librarianship. Worth noting for its uniqueness alone is one of the objectives cited by one instructor who listed four but indicated no order of preference. This was: "To give continued exercise in permitting students to express themselves in writing (some during every class period) and speaking informally and formally." Another of the four aims was that of "developing a feeling of group activities that might be useful in later staff situations."

By way of summarizing, a 66% return of questionnaires from the instructors of the courses in college and university library administration in the schools of the AALS reveals that 50% of them have taught the course only four times, and that 48% have taught it for less than a five-year span. They are thus relatively new to the subject as a course.

Most of the instructors rely heavily on lectures, and roughly half of them use neither panel discussions nor A-V presentations in their teaching. A small percentage have decided against term papers, while all except one make some or considerable use of problems. Over half still have a few class reports.

Financial aspects of the course were listed by almost half of the

respondents as constituting the most difficult phase of the course. Personnel was more often than any other aspect called both most enjoyable to the instructor and stimulating to the student, with buildings next most of interest to students.

Just as the reporting instructors indicated some variations in approaches or individual methods, so do they severally point to slightly differing problems connected with the course, the student, and the materials needed. Changes made or to be made seem hardly striking enough to be repeated. Some movement in the direction of the third level or truly administrative course is suggested (as, for example, the Rutgers seminar under the direction of Keyes Metcalf), but by and large, as indicated both by the course descriptions in the catalogs and the responses of the instructors, the courses remain first and foremost broad, comprehensive introductions to all aspects of college and university library work. On the basis of replies from two-thirds of the instructors of the courses in it, it would thus appear difficult to see and rather unreasonable to assume that the teaching of college and university librarianship in the accredited library schools of this country is or will soon be radically different from what it has been in most of them over the last ten or fifteen years.

Introducing Lucile Nix, SELA's New President

(Continued from page 129)

A graduate of the Woman's College of Furman University, Miss Nix later received her library science degree from Emory University. She has studied during summers at the University of Georgia and has attended the Summer Institute at the

University of Chicago and at Columbia University. She is a member of Delta Kappa Gamma. She is listed in *Who's Who in Library Service* and will appear in the new *Who's Who in American Women*, soon to be published.



Southeastern Library Association

EXECUTIVE OFFICE:
GEORGIA INSTITUTE OF TECHNOLOGY LIBRARY, ATLANTA

Headquarters' Page . . .

The recent trip to Louisville and return to Georgia by car took me across the Smoky Mountains within a few miles of Oak Ridge and back by Mammoth Cave, down the new expressway to my home in Decatur. It seemed to me as we drove through the mountains that the foliage on the trees had never been more brilliant and colorful. It was a breathtaking experience. I was exhilarated and felt an almost child-like wonder that the world could be so beautiful and calm. This same inner glow of peaceful existence was heightened as we drove across the bluegrass country of Kentucky. Everything there—grasslands, fences, houses seemed well-kept and in undisturbed order. It was a relaxed, quiet, and perfect kind of world in which it was good to be alive.

Then came Louisville with its friendly hospitable people possessing a red carpet that is always rolled out for librarians. It was a very busy but extremely friendly world. The conference was a successful one in every respect. Randolph Church, the local committee and others had planned well. The programs and the exhibits were interesting and worthwhile. Librarians, trustees, exhibitors and friends of libraries, some seven

hundred in all, greeted each other with a real sense of liking and friendship. Panels, speakers, and discussions invoked one's thinking. Librarianship was an important and essential profession which offered new frontiers for service in a region that was alive with opportunities for individual and group development in a shrinking world and a new age of advancing science, business and technology.

The peaceful world of the mountains and the bluegrass country was also an unsettled and troubled world. It was a world with many faces—one that was rapidly changing and developing, a world with new and staggering problems, but also a world that needed the services of librarians whose work has always been that of helping people to know what it is important to think about—not what to think. Yes, it was good to be alive in this kind of world too. And, it was important to be a librarian in such a world.

You had honored me and my state by electing me as your President for the next biennium. I wanted more than ever to serve you, my profession, my state and my region well.

The first Executive Board meeting of the new administration was

held at the close of the Louisville meeting. Board members and the Executive Secretary were most cooperative and helpful as was the Editor of the *Southeastern Librarian*. Committees were approved, plans were underway for a workshop and for the 1960 biennial conference. It was good to be alive, to be a librarian and to be the President of SELA.

It was early Sunday morning on the return trip home. Down some 350 feet below the earth's surface in Mammoth Cave I was suddenly jolted into an even greater realization of the responsibility that had been vested in me as your President.

I was struggling for breath after the downward climb of some 198 steps to the first benches for resting and listening to the lecturer. He was telling us how the caves had been formed thousands of years ago and how man had explored them and had made them safe for others like us to come and to see what nature had done and was still doing in a man-lighted world of stalagmites and stalactites.

It was at this point that the history of SELA flashed across my mind. Leaders in the library profession in the Southeast had pioneered successfully in the field of library development. There had been many meetings, much talk, and concerted efforts, some successful, to secure funds to carry out library projects and to provide education and enlightenment through libraries for the people living in the Southeast. Ours was a library heritage of which to be proud. Much still remained, however, for the Association to do if library resources, services and facilities in the South were to be made adequate for a growing population in an industrial area

with a changing economy. The new Southeastern Library Development Committee and other committees of the Association had important work to do. All of us would need the support and assistance of every member of the Association. The problems of recruitment, library education, better financial support for libraries, legislation, and many others remained unsolved. Research in many areas of library service was needed. There was no dearth of work ahead for all concerned with further library development in the Southeast and the Association's business.

The cars on the expressway at the homeward stretch were speeding by in both directions. Where were they all going in such a mad hurry? This, I thought, we must decide for SELA. Plans, studies, action programs—what, when, how? Your officers, Executive Board and committees will do their best with your assistance to map out the right course for the future.

Lucile Nix, President
Southeastern Library Association

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B O O K S

Notes of books written by Southeastern librarians, published by Southeastern libraries, or about Southeastern libraries.

ADAMS, CHARLES M., Compiler. *Randall Jarrell: a Bibliography*. Chapel Hill, The University of North Carolina Press, 1958. \$3.00.

It is no secret that criticism and literary scholarship are among the most important productions of twentieth-century literature. Occupationally the artist and academic are often one in the writer-in-residence on many a college campus, and few indeed are the writers—even those who scoff most disparagingly at critics and scholars—who do not at least occasionally try their hands at criticism. The subject of this bibliography is typical of the kind, for he is a professor of English at the Women's College of the University of North Carolina and has written not only five volumes of poetry and an amusing collection of academic sketches, but also a considerable amount of criticism, including one volume of critical essays collected from periodicals. While there appears to be no slack in Mr. Randall Jarrell's productions, he, along with several other eminent living poets, has now been catalogued on the bibliographical Mt. Helicon, as a material object of writing about writing, rather than as a living poet who very likely, at forty-four, has not reached his full literary maturity.

Controlling rhythms are necessary in poetry which depends upon the colloquial for momentum, for weight which rolls on in spite of the tend-

ency toward immobility in words which are shaggy and unsmoothed by artifice. One of Jarrell's finest achievements in his handling of rhythms in poems influenced on the one side by the music of the ballad tradition and on the other at various times by Blake, Wordsworth, Browning, Eliot, and Frost, all experimenters with speech in verse. Jarrell's successes in this way include "A Sick Child" and "The Truth." In the latter the portrait of a child's disturbed mind—the child's father, sister, dog, and home have perished in the London blitz—is formed as a variable rhythm accompanies his self-revelation:

And it was light then—light at night.
I heard Stalky bark outside.
But really it was Mother crying—
She coughed so hard she cried.
She kept shaking Sister,
She shook her and shook her.
I thought Sister had had her nightmare.
But he wasn't barking, he had died.
There was dirt all over Sister.
It was all streaks, like mud. I cried.
She didn't, but she was older.
That Christmas she bought me a toy dog.
I asked her what was its name, and when she didn't know
I asked her over, and when she didn't know
I said, "You're not my mother, you're not my mother."
She *hasn't* gone to Scotland, she is dead!"
And she said, "Yes, he's dead, he's dead!"
And cried and cried; she *was* my mother,
She put her arms around me and we cried.

If not revolutionary in vision or subtle sensuously, Jarrell's poetry is solidly democratic and American and exhibits an attitude of confidence in courage and disgust with dogmatism and inviolable tradition. The cautious, muted affirmation of Jarrell's later poems (such as "The Orient Express" and "A Game at Salzburg") is somewhat a relief after his earlier, grimmer poems on the war, although the masculine, GI bitter-yet-dogged tone of the earlier work has not faded away altogether. Some of his war poems (such as "A Pilot from the Carrier" and "Losses") seem to send out, along with shock waves, unanswerable, discussion-stopping questions about scenes which first appeared, to most non-combatant readers, in the dispassionate photographs of *Life* magazine. Like so many analytical reconstructions of World War II, these poems today seem a bit dated. Many poetical strategists, apparently including the later Jarrell, are no longer preoccupied with the ethical aspects of all-sufficing big-tough endurance and the all-embracing question, "Why?"

It is not, however, damnation to be a characteristic poet of an age, especially to be one who changes as the age changes. The current literary score is not yet, of course, settled, and we do not know whether first homage of our time will be due Yeats, Eliot, or someone else. But the number of fine poems in *The Seven-League Crutches* (1951) suggests not only that we should look for Jarrell's most important work to come in the future, but also that we should be grateful for his surprisingly cumulative successes in the four slender volumes from which were compiled nearly all of the Selected Poems of 1955.

There are two important values in Mr. Adam's bibliography. While this work cannot be the final description of the physique of Jarrell's creations, it contains a handy compilation up to the present of those pieces which are scattered through numerous periodicals and anthologies. This work is, moreover, a survey of the valuable collection of Jarrell material in the Library of the Women's College, of which Mr. Adams is librarian. The Library possesses all of the first editions of Jarrell's books, which are described in detail in Part I of the bibliography, and a number of proof sheets and author's manuscripts of poems. These manuscripts are noted in Part III, which consists of an alphabetical list of Jarrell's poems and the places of publication of each poem. Part II lists collections containing works by Jarrell, Part IV lists Jarrell's prose, including critical essays, Part V lists book reviews, and Part VI lists translations by Jarrell. Criticism of Jarrell's works is omitted from the bibliography.

Attractively designed and produced, the work is full and substantially accurate. But there are a few points which can be questioned. Since information about end papers is given for all other first editions, should it not be noted that Item 2, *Little Friend*, *Little Friend*, has plain white end papers? Since the changes made on the verso of the title page are given for the second printing of the Knopf edition of *Poetry and the Age*, should not information be given about possible similar changes made in the second printing of the Vintage edition of the same work? On p. 23, in the description of p. [iv] of Item 6, *person* should read *persons*, and in the collation of the same, pp. 223-224 and not pp. 233-234 are unnum-

(Continued on page 160)



... VARIA

PERSONAL

Mrs. Sarah G. Garriss, B.S. in L.S., Columbia, '30, retired as professor of Library Science, Western Kentucky State College, Bowling Green, in August, 1958. She had been in the position since 1943.

Vera Grinstead, M.S. in L.S., Kentucky, '57, has accepted a position as teacher of Library Science at Western Kentucky State College, Bowling Green.

Vitto J. Brenni, Columbia, '52, with a year of study toward the doctorate, became reference librarian at the University of Miami on September 1. Mr. Brenni went to his present position from West Virginia University where he had served as reference librarian from 1953 to 1957.

Ann A. Conlan was added to the cataloging department of the University of Miami Library on September 1. Miss Conlan earned the M.A. degree from Columbia University in 1956 and the M.S.L.S. degree from Catholic University in 1958.

Maribel Sutherland, Peabody, '55, has been appointed reference librarian in the Physical Sciences Reading Room, Carol M. Newman Library, Virginia Polytechnic Institute, Blacksburg. The appointment was effective on August 25, 1958.

Stanley L. West, director of libraries, University of Florida, was elected chairman of the Association of the Southeastern Research Libraries at its meeting in Louisville in October.

Norman Graham resigned as head

of the West Flagler Branch of the Miami Public Library on December 1 to become head of the Sanger Branch of the Dallas Public Library.

Cornelia A. Graham has retired from the Clemson College Library, Clemson, South Carolina, after thirty-six years of service to that institution, twenty-six of them as head librarian. At the last meeting of the South Carolina Library Association she was made an honorary life member and was honor guest at the luncheon meeting. Miss Graham has served the Association both as secretary and as president. She continues to make her home at Clemson.

Herbert Hucks, Wofford College librarian, Spartanburg, South Carolina, has been appointed editor of the *South Carolina Librarian*.

Hilda McKiever, Horry County Library, Conway, South Carolina, is the newest member of the South Carolina State Library Board's interne program. She will attend the Atlanta University Library School during the second semester of the 1958-59 school year.

Katherine McDiarmid, librarian of the Textile Library, North Carolina State College, Raleigh, who has been seriously ill for some time, is recuperating satisfactorily and hopes to return to work about the first of the year.

Mrs. Elizabeth Degree is serving as senior library assistant in the Acquisitions Department, Wilson Library, University of North Carolina, Chapel Hill. Mrs. Degree formerly

worked in the Wilson Library in the summer of 1952. For the past six years she has been at the University of Oregon where she held the position of acquisitions librarian from 1952 to 1956 and cataloger from 1956 to 1958.

Mrs. Adriana P. Orr, General Reference and Humanities Division, Wilson Library, University of North Carolina, Chapel Hill, resigned her position in September. Mrs. Orr is now a member of the faculty of Needham Broughton High School, Raleigh, North Carolina.

Joseph F. Marron, chief librarian of the Jacksonville Public Library since January 1, 1920, retired on December 31, 1958. As head of the first tax-supported public library in Florida, Mr. Marron developed an outstanding collection of books, including Floridiana, and expanded the library to its present system of five branches and city-wide bookmobile service. Two additional branches are now in the planning stage. He has been active professionally in SELA, ALA, and the Florida Library Association. His friends and colleagues will remember him with affection and with special appreciation of his sense of humor and his genius for the right joke "for any occasion."

Frank G. Slaughter was the guest on "Date at the Desk" on WFGA-TV, Channel 12, on November 30. This program in the Jacksonville Public Library series was arranged as a tribute to Joseph F. Marron. Dr. Slaughter credits Mr. Marron with being "largely responsible" for starting him on his writing career. Dr. Slaughter and Mr. Marron were interviewed by Mrs. Mildred Stockdale, the library's television hostess. She is assistant in the children's room of the Main Library.

Ester Zedner of the Carolinaska

Institute, Stockholm, is serving as geology librarian at the University of Kentucky in 1958-59.

Nancy Divver, until recently librarian at Anderson College, Anderson, South Carolina, is technical services librarian of the newly organized Anderson County Library Demonstration. The demonstration library will consolidate four separate library systems operating in the county and has been named one of the projects to receive funds under the Library Services Act.

The following staff members have been added to the Aiken-Barnwell-Edgefield Regional Library: Carrie Gene Ashley, reference and adult services librarian; Mrs. Thelma B. Murtha, technical processes librarian; and Mrs. Hilda Stabovitz, acting extension librarian.

Mary Elizabeth Wade was appointed assistant in library in the Reference and Bibliography Department, University of Florida Libraries, on October 1, 1958. She received the Master of Librarianship degree from Emory University in 1956 and served as reference assistant at Washington University, St. Louis, Missouri, from 1956 until 1958.

Mavis Berley is assistant librarian at Creighton School, Columbia, South Carolina. She was the winner of the scholarship awarded by the South Carolina High School Library Assistants Association and was graduated from Winthrop College last June.

Earl Arwin Forrest, Jr., joined the staff of the Wilson Library, University of North Carolina, Chapel Hill, on September 1 as head of the Acquisitions Department. Mr. Forrest is a native of Texas and holds bachelor's and master's degrees in library science from Columbia University. He has worked in the Univer-

sity of Illinois Library and in the Ohio State University Library.

Mrs. Betty F. Cluster was appointed assistant in library in reference and bibliography, University of Florida Libraries, September 15, 1958. She received the M.S. degree from Florida State University in August, 1957, and was head of the Materials Center at the Florida State University Library from June 9 to August 9, 1958.

Mrs. Catherine Maybury, librarian of the Institute of Government, University of North Carolina, will teach the course in Government Publications for the School of Library Science during the spring term of 1959.

Emily S. Boyce, previously children's librarian with the Wilmington (North Carolina) Public Library system, has begun her duties as assistant in the order and cataloging departments of the Joyner Library, East Carolina College, Greenville.

Charles M. Adams, librarian of the Woman's College of the University of North Carolina, Greensboro, was on the program of the Institute on Undergraduate Library Education, which met at the University of Minnesota Library School on October 31 and November 1. Mr. Adams presented undergraduate library education from the academic employer's point of view.

Nancy Oexle, a June 1958 graduate of the Florida State University Library School, became children's librarian at Pensacola Public Library on August 18.

Mary Jane Cox is librarian at Schneider School, Columbia South Carolina.

Charlotte Martin is librarian of the Wagner School Library, Wagner, South Carolina.

Sue Jones is librarian, North Au-

gusta High School, North Augusta, South Carolina.

Don W. Der was appointed interim assistant librarian in charge of the Social Sciences Reading Room, University of Florida Libraries, on October 6, 1958. Mr. Der received the B.S. in L.S. degree from the University of Oklahoma in 1951. He served as staff archivist and reference librarian at the Oklahoma State Library from 1953 to 1956, as graduate assistant at the University of Florida Libraries from August 15, 1956 until January 31, 1957, as interim assistant in library and interim instructor in library science, University of Florida, February 1, 1957 until June 15, 1957, and as graduate assistant at the University of Florida Libraries from September 16, 1957 until June 15, 1958.

Katherine Fort has been appointed to the staff of the Greensboro (North Carolina) Public Library as head of the library's extension services. Miss Fort went to Greensboro from the Louisville Free Public Library in Kentucky where she had been a branch librarian. She is a native of Raleigh, North Carolina, and holds a library science degree from Columbia University.

Wendell Arnote has been named head of adult services, Greensboro (North Carolina) Public Library. Prior to this appointment, he worked in the Nashville (Tennessee) Public Library where he was in the reference department. Mr. Arnote is a native of Missouri and holds a master's degree in library science from Peabody College.

Mrs. Katherine B. Rogero was appointed assistant in library in the Technical Processes Department, University of Florida Libraries, on September 16, 1958. She received the M.A. in L.S. degree from Florida

State University in 1954 and served as assistant in library, at the University of Florida from February, 1956, until March, 1957.

Virginia McJenkin, director of Fulton County, Georgia, School Libraries, served as visiting professor of Library Science at the University of Southern California, Los Angeles, during the summer.

Violet Hendricks resigned from the staff of the Division of Instructional Materials and Library Service of the Georgia Department of Education late in the summer and was married on September 27 to Cal Hendrix, director of the Cherokee-Pickens Regional Library, Canton, Georgia.

Mrs. Nona B. Newbolt was appointed interim assistant in library in the Acquisitions Department, University of Florida Libraries, on October 7, 1958. She holds an A.B. degree from Ouachita College, Arkadelphia, Arkansas, and studied library science at Berea College in Kentucky. She served as assistant cataloger at Berea College Library from 1952 to 1958.

Mrs. Georgia Cox, adult education supervisor, High Point (North Carolina) Public Library, has resigned to accept a similar position on the West Coast.

Mrs. Ruth Vestal, who has been in charge of the bookmobile program of the High Point (North Carolina) Public Library, has resigned to take the position of librarian in a junior high school in Virginia.

Mrs. Sarah S. Harris of Batesburg, South Carolina, is librarian of Presbyterian Junior College in Maxton, North Carolina. She is working toward a second master's degree, this time in library science, at George Peabody College.

Mrs. Frances McDonald was appointed assistant in library in the

Technical Processes Department, University of Florida Libraries, on October 1, 1958. She received the B.S. in L.S. degree from Western Reserve University in 1927 and served with the Detroit Public Library from 1927 to 1952. She was a cataloger in the University of Florida Libraries from January 15 until June 15, 1954.

Mrs. Nancy Pumphrey began work on September 1 as librarian of the Statesville (North Carolina) Public Library. Prior to this position, Mrs. Pumphrey was on the staff of the Greensboro (North Carolina) Public Library.

Arthur Kittle has joined the staff of the Division of Librarianship at Emory University as assistant professor. Mr. Kittle is a graduate of the University of Georgia and received his bachelor's degree in Library Science from the University of North Carolina. He is presently a student in the doctoral program at Columbia University. His experience includes assistant in reference at the University of North Carolina; acquisition librarian and chief of technical processes, as well as assistant director, at the Air University. He was librarian of St. Paul School, Concord, New Hampshire, prior to his coming to Emory.

Mildred Jordan, librarian of the A. W. Calhoun Medical Library, Emory University, was named president-elect of the Medical Library Association at its June meeting and will become president of that national organization next year.

Mrs. Margaret Lewis, head of reference service, Division of Instructional Materials and Library Service of the Georgia State Department of Education, has been appointed chairman of the Education Committee of the Georgia Federation of Women's Clubs.

Mrs. Norma Johnson is librarian, Southside Junior High School, Greenwood, South Carolina.

Mrs. Carrie Boggs is now librarian at the Hartsville Senior High School, Hartsville, South Carolina, and Mrs. J. H. Felkel has replaced her at Hartsville Junior High School.

Mrs. Bert Martin is part-time supervisor of school libraries for Greenville County, South Carolina.

Willard D. Hunsberger was appointed interim assistant in library, University of Florida Libraries, on September 1, 1958. He holds the M.Ed. degree from Temple University and received his library training from Florida State University Library School. He taught social studies at George Washington High School in Agana, Guam, from 1955 until 1957 and served as graduate assistant at the Florida State University Materials Center from September, 1957 until August, 1958.

Mrs. Anna Bell Bramble is supervisor of the school libraries, Charleston, South Carolina.

Mrs. Elizabeth McNair, formerly librarian, Hartsville High School, is now assistant librarian, Coker College, Hartsville, South Carolina.

Betty Bartlett has joined the staff of the Clemson College Library as assistant librarian in charge of the Social Sciences and Humanities Division. Miss Bartlett is a graduate of the Georgia State College for Women and holds a degree in library science from Emory University. She has served as librarian of the Demonstration School, Georgia State College for Women; as director of the Morgan-Putnam Regional Library, Madison, Georgia; and as a member of the library staff at Florida State University.

Mrs. Anne Reeve Blair, formerly supervisor of children's work, Arlington

County (Virginia) Department of Libraries, is now supervisor of children's work, Fairfax County (Virginia) Public Library. Mrs. Blair is a graduate of New Jersey Teachers College, Montclair, and the library school of New Jersey Teachers College, Trenton, and has additional graduate courses in language arts, children's book production, children's reading and group work in human relations from Rutgers University.

The following dedication honoring SELA's vice-president and president-elect appeared in the Peabody Library School Summer Directory for 1958:

"We dedicate this *Directory* to a master teacher, a wise counsellor, and an esteemed librarian in recognition of her capable leadership as the Acting Director of the Peabody Library School. Her wit and extraordinary sense of humor have lightened the long hours of study. Her stimulating intellect has been a source of inspiration. Her enthusiasm for books, for libraries and for librarians will always be remembered by the August Class of 1958."

Howard K. Zanbergen was appointed assistant librarian in charge of the Bibliography Room, University of Florida Libraries, on August 16, 1958. He received the M.S. in L.S. degree from the University of Illinois in 1957 and served as associate librarian at Hope College from 1951 until 1958.

Wanda Hannah, Cleveland, Mississippi, is the recipient of the Tommie Dora Barker fellowship in librarianship for the present academic year at Emory University. This is the second award of the fellowship which was set up in honor of Miss Barker who until her retirement was director of the Division of Librarianship, Emory University. Miss Hannah is a former junior high school librarian in Natchez, Mississippi.

One of Mississippi's pioneer and veteran college librarians, Beulah Culbertson, librarian at Mississippi State College for Women for almost half a century, retired on June 30, 1958. After graduation from M.S.C.W. in 1910, Miss Culbertson was assistant librarian for two years, and she was librarian from 1912 until her retirement.

Willard O. Mishoff, former specialist for College and Research Libraries with the U. S. Office of Education, became director of the Mississippi State College for Women Library on August 15. Dr. Mishoff holds the B.A. degree from Carroll College, the M.A. and Ph.D. degrees from the University of Iowa, and A.B.L.S. degree from the University of Michigan. He has held numerous positions and made many contributions to library literature.

The following appointments have been made to the University of Kentucky Libraries' staff: Mrs. Frances Milward, assistant circulation librarian; Mrs. Rebekah Harleston, reference assistant; Mrs. Thomas R. Underwood, curator of the Barclay Collections; Mrs. Hunter Adams, pharmacy librarian; and Dorothy Hill, acquisitions librarian of the Medical Center Library.

I. T. Littleton, director, Interlibrary Center, University of North Carolina Library, resigned effective December 31. On January 1, 1959 he became head of Technical Services in the D. H. Hill Library, North Carolina State College, Raleigh.

THIS AND THAT

"South Carolina Reads" was the theme of the annual meeting of the South Carolina Library Association, held in Columbia October 31-November 1. Speakers for the meeting in-

cluded Richard Walser of North Carolina State College; Mrs. Sarah K. Srygley, Florida State University; J. K. Williams, Clemson College; Mrs. Florence Craig, Cleveland, Ohio; and Susan G. Akers.

Plans for a \$50,000.00 addition to the Sarasota (Fliroda) Public Library were accepted November 10. Bids have been called for, and the work was begun in December. This new addition will give space for a much needed children's room, a reference section, and a lecture room.

Libraries which wish to display the winners in the 1958 Southern or Midwestern Books Competition are requested to send their applications to Lawrence S. Thompson, University of Kentucky Library, Lexington, listing three months in 1959, in order of preference.

The Western Kentucky State College Library, Bowling Green, has been presented with: 1) a collection of 936 of David Morton's manuscripts with photographs, portraits, music, clippings, and books in addition to the manuscripts; 2) 264 manuscripts with personalia of various types to be added to the collection of Alice Hegan Rice, Cale Young Rice, and Laban Lacy Rice.

The Georgia Chapter of the Special Libraries Association met October 10-11 at Emory University. The theme of the program was "Human Relations, a Positive Force in Administration." Frances Muse, librarian, Georgia Power Company, served as programming chairman and Marian Lucius, executive secretary of the Special Libraries Association, was one of the out-of-state guest speakers.

The Trustee Section of the South Carolina Library Association established an annual award to be given the library board considered to have

made the greatest contribution to the development of public library service in the State during the year. The Aiken-Barnwell-Edgefield Regional Library received the first award. W. B. S. Winans is chairman of the board.

The Jacksonville (Florida) Public Library's new mobile branch went into service in September. By the end of October over 470 people had registered. Circulation of books was 1,328. The mobile branch visits outlying sections of the city which are not served by branch libraries. Mrs. Marjorie Broward is bookmobile librarian.

The Dogwood Award presented to the chapter member or members making the greatest contribution to the Georgia Chapter of the Special Libraries Association during the biennium was presented by the retiring Executive Board to Dorothy Jones, Georgia Institute of Technology and to Marion Taylor, Union Catalog Editor, Emory University. A special award was given to Marian Lucius, executive secretary of the Special Libraries Association. Miss Taylor succeeded Safford Harris, special collections librarian, Georgia Institute of Technology, as the president of the Chapter. The Georgia Chapter of the Special Libraries Association includes members from North Carolina, South Carolina, and Florida.

The University of Florida Libraries is offering three graduate assistantships in the academic year 1959-60 for study leading to a master's or doctoral degree in a subject field other than library science. Graduate assistants work approximately 15 hours per week, assisting in bibliographical research or library administration. Stipend is \$1,700 for a nine-month period and holders of assistantships are exempt from out-of-

state tuition fees. The deadline for filing formal application is March 31, 1959. Applications should be made to: Director of Libraries, University of Florida, Gainesville, Florida.

The funds resulting from the Library Services Act have encouraged the establishment of two new regional libraries in Georgia: The Oconee Regional Library, involving Laurens and Treutlen Counties, directed by Mrs. Elizabeth Moore, Dublin; and the Cherokee-Pickens Regional Library, directed by Cal Hendrix, Canton. Nine counties have joined already existing regions since 1956.

The East Carolina College closed-circuit television station, located in the Joyner Library, Greenville, North Carolina, and directed by librarian W. W. Smiley, began operation on September 1, 1958. Courses are currently being offered in English, History, Geography, Psychology and Business Education.

During Book Week, 1958, boys and girls in the Jacksonville (Florida) Public Library voted for their favorite books in a specially tailored book election. Over one thousand book ballots were cast. Among the winners were *Peter Pan*, *The Wizard of Oz*, *The Black Stallion*, and *Little Women*. Book Week activities were directed by Mrs. Frances Hawkins, newly-appointed children's librarian for the system.

On September 10 a Council on Librarianship, sponsored by the North Carolina Library Association and the American Library Association, was formed at a meeting of about twenty-five librarians and laymen in Charlotte. The Council was formed to plan and carry out a pilot program for the recruitment of librarians in North Carolina. It is hoped that the program in this state will serve as a model for use elsewhere. Hoyt Gal-

vin, librarian of the Public Library of Charlotte and Mecklenburg County, was elected chairman of the Council, and Mary Frances Kennon, assistant state school library adviser, was elected secretary. It is anticipated that this pilot project will last three years.

The South Carolina Department of Education has sponsored eight all-day conferences last fall for Negro librarians and principals to discuss their common problems, in an effort to improve services. The conferences were led by Nancy Jane Day, supervisor of library services, State Department of Education.

Mrs. Florence S. Craig, director of adult education, Cuyahoga County Public Library, Cleveland, Ohio, served as consultant for a Publicity and Public Relations Workshop held in Columbia, South Carolina, October 30-31. The Workshop, sponsored by the Public Library Section, South Carolina Library Association, for head librarians, was held in the auditorium of the Richland County Public Library.

The library of the Woman's College of the University of North Carolina at Greensboro sponsored a sale of old books during the week of November 3-8. The books included in the sale came from gifts to the library which were duplicates or otherwise not needed in the collection and from library discards. More than 2,000 volumes were sold and by the end of the week only two or three old accounting books were left of the group which had been offered for sale at a gradually descending price scale.

Lois Lenski, author and illustrator of children's books, has presented the Woman's College, University of North Carolina at Greensboro, with a collection of her works. The collection contains twenty illustrations from her

books, largely those books relating to the South; miscellaneous articles, reprints and letters; outlines of social studies units; bookmarks; catalogs; publishers' announcements; one tape recording; page proofs for *Little Sioux Girl*; Christmas cards; four plays; and ten books, a number of which are foreign editions. A special bookplate designed by Lois Lenski will be placed in each book and this collection will become a part of the special juvenile collection.

During September-December, 1958, the University of Kentucky Library displayed a major exhibit on the horsemen of America. Included in the show was a *nonato* binding (in the skin of an unborn pampas calf with the hair left on), a series of paintings illustrating Martin Fierro and La Vuelta de Martin Fierro, and a number of first editions of gaucho literature and philological studies of the lingua gauchesca.

Newly elected officers of Epsilon Chapter, Beta Phi Mu, international library science honorary fraternity, School of Library Science, University of North Carolina, Chapel Hill, are Mrs. Kenneth M. McIntyre of the Humanities Division, Wilson Library, president; Mary Canada of the Reference Department, Duke University Library, vice-president; and Mrs. Audrey Zablocki of the Acquisitions Department, Wilson Library, secretary-treasurer. Preceding the meeting of October 16 at which the new members were elected, eleven new members were initiated.

An exhibit on librarianship was arranged for the North Carolina State Conference of Guidance Counselors at Davidson College, October 31, by Mrs. Grace B. Farrio of the Woman's College Library, University of North Carolina at Greensboro and Hoyt Galvin of the Charlotte

Public Library. The exhibit consisted of a reading nook containing pamphlets on the profession for the counselors to take back to their schools and a bookcase of library literature, books and periodicals.

The annual dinner meeting of the University of Kentucky Library Associates was held on November 3. Edward Larocque Tinker of New York addressed the group on "The Gaucho in the Library."

The Transylvania College Library has been given a valuable collection of early books on sports by Clara S. Peek of New York and Lexington. Miss Peek who is interested in horses and all field sports has collected books for many years. There are many outstanding items in the collection, including *The Book of St. Albans* (1486), and the first five editions of Izaak Walton's *Compleat Angler*.

The University of Florida has obtained an important segment of the papers, letters, maps, and documents of General Rochambeau, leader of the French forces in Haiti during the latter part of the 1802-1803 struggle for Haitian independence. The University's holdings are particularly strong in papers dealing with military operations during the last months of the war. A letter signed by Jean-Jacques Dessalines, later to become first emperor of Haiti, and a labor code issued by Theodore Hedouville, agent of the French Directoire in Santo Domingo, are two items of special interest in the collections. Included also are maps, seals, and many letters received by General Rochambeau from other generals. The documents are now in the process of being microfilmed, and will be available for use by serious students of this era of West Indies history.

The University of Kentucky Library has acquired a significant col-

lection of literary manuscripts from I. Austin Kelly, III, of New York. Included in the group are thirteen important letters from Rainer Maria Rilke to Countess Aline Dietrichstein, two manuscripts in gaelic by Liam O'Flaherty, and manuscripts of works by Laurence Stallings, Jerome Weidman, Nancy Hale, Henry Newbolt (correspondence with Joseph Conrad), and L. A. G. Strong.

The Kentucky Library Extension Division is now located at Berry Hill, a 23-room mansion owned by the State and located on the outskirts of Frankfort. The agency formerly occupied offices in the State Office Building and used a warehouse near the offices for operation of the Bookmobile project.

Kentucky State College, Frankfort, has a new library building under construction. The estimated cost is \$219,000. James O'Rourke is librarian at Kentucky State.

1958-59 OFFICERS OF STATE ASSOCIATIONS

Alabama: president, Mrs. Elinor Arsic, field representative, Public Library Service Division; vice-president and president-elect, Mrs. Edna Earle Brown, serials librarian, Alabama Polytechnic Institute; secretary, Mrs. Mary Anna Hanna, librarian, University of Alabama Birmingham Center; treasurer, Mrs. Jane F. Bentley, chief of Catalog Unit, ABMA, Technical Documents Library, Redstone Arsenal.

Kentucky: president, Mrs. Eleanor W. Simmons, Central Processing Office, Jefferson County Board of Education, Louisville; first vice-president and president-elect, James A. Graves, Department of Health, Education and Welfare, Public Health Service,

Lexington; second vice-president, Mrs. Ann D. Caudill, Hazard High School; secretary, Mrs. Sally Poundstone, Reference Department, Louisville Free Public Library; treasurer, Mrs. Evelyn N. Triplett, Owensboro Public Library.

South Carolina: president, J. W. Gordon Gourlay, Clemson College Library; vice-president and president-elect, Mrs. Marguerite G. Thompson, Colleton County Library, Walterboro; secretary, Rachel Martin, Furman University Library; treasurer, Mrs. Ruth Turner, Southside Elementary School, Spartanburg.

The Emory University Library will give to any library needing it, for the cost of transportation, its file of the *Atlanta Journal* for the period January, 1929 through May, 1931. The file, which is complete, is bound except for five months. Requests should be addressed to Evan Ira Farber, Emory University Library, Atlanta 22, Georgia.

CORRECTION

The following corrections should be made in Agnes L. Reagan's article *Southeastern Colleges and Universities: A Source of Supply for the Library Profession* which appeared on pages 86-94 of the Fall, 1958, issue of the *Southeastern Librarian*.

Page 87, col. 2, Table:

As printed:

Separate professional schools other than teachers colleges ^b	109	57	52
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Should read:

Separate professional schools other than teachers colleges	46	21	46
Separate junior colleges ^b	109	57	52

Page 94, col. 2, line 2: delete not

Page 94, col. 2, line 32: appraise should read apprise

Books

(Continued from page 150)

bered. In the same collation, if the form of description at the top of p. 21 is to be followed, should not "seven lines" read "The remainder of the line and six additional lines?" The description of italic type is somewhat confusing. While Mr. Adams says only that title pages are described in quasi-facsimile, the descriptions of covers, spines, dedications, and certain pages appear to be as complete as those of title pages, yet italics are not noted, as in Item 2, p. 17, dedication; Item 3, p. 18, spine; Item 4, p. 19, spine; Item 5, p. 20, spine, p. 21, dedication; Item 6, p. 23, cover; Item 7, p. 24, spine, p. 25, verso of title page. Moreover, italics are not noted on the following title pages: Item 5, p. 20; Item 5a, p. 21; Item 7, p. 24.

To the collections in Part II should be added *The Case for Poetry*, ed. Frederick L. Gwynn et al., Englewood Cliffs, N. J.: Prentice-Hall, c1954, which on p. 198 contains "The Death of the Ball Turret Gunner." On p. 58 of the bibliography, the correct page number for "Contemporary Poetry Criticism" in the *New Republic*, October 6, 1941, is 439; this article actually is identical with the letter "Critical Scholars" listed on the same page of the bibliography. "The" should be prefixed to "End of the Line" on p. 58. These minor points are important only to a fastidious bibliographer, and students of Jarrell will find this work indispensable.

D. H. Woodward

Assistant Professor of English
Mary Washington College of
the University of Virginia

[Editor's Note]. This column has been conducted by Carrol Quenzel since the summer of 1957.

